Individualized Transition Plan

The Individualized Transition Plan (SpEd 63 10 07) was designed to:

- 1) Meet the transition requirements in IDEA 2004 and
- 2) Align with the data collection requirements for SPP Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonable enable the student to meet the post-secondary goals.

Instructions for completing the Individualized Transition Plan

 Indicate the student's chosen post-secondary goal in the areas of employment training or education, and, as needed, independent living. IDEA 2004 indicates that post-secondary goals must be measurable: this has been interpreted to mean that the goals (behavior) could be observed. In addition, post-secondary goals must occur after the student exits the school system: goal such as "Graduate from high school" would then not be appropriate.

Post-secondary employment goals may be written as "My goal for work is: to be a full-time fire fighter". The associated post-secondary goal for education/training would then be written as "My goal for continued training or education is: to graduate from the Utah Fire and Rescue Academy at UVSU". Post-secondary goals in education/training <u>AND</u> post-secondary employment must be included. It is not appropriate to indicate "undecided" or "N/A". Post-secondary goals for independent living would be included as appropriate.

Check whether new assessments were administered or previously administered assessments were reviewed. Document the use of age-appropriate transition assessments either by attaching a summary of the results or the protocol to the transition plan or including the protocols in an assessment section of the IEP file. "Other" transition assessments may include, and are not limited to, those administered through comprehensive guidance, as part of a career class, or as part of eligibility determination.

If the student has passed UBSCT subtests, include the date on the lines indicated. Check whether the student participated with accommodations or with standard administration. If appropriate, check that the student did not participate in the UBSCT but did participate in the UAA. If the student is over 18 and participation in the UAA is not required or if the student has made at least three attempts to take and pass the UBSCT, indicate how the student had participated in the past.

Discussion of graduation issues and concerns should be included in all transition planning. Indicate the approximate date (e.g. May 2009) of the student's exit from the school system, either through graduation with a diploma or reaching maximum age, and indicate type of exit document (i.e. diploma or certificate of completion) that it is currently anticipated that the student will receive.

- 2. Address all of a student's unique needs, not limited to academic needs, arising from the disability in the student's PLAAFP. The PLAAFP should describe how the student's disability affects access to and progress in the general curriculum and should include baseline data. Based on needs identified in the PLAAFP, write measurable annual goals in the IEP that will reasonably enable the student to meet his/her post-secondary goal(s).
 - a. To be measurable the annual goals should indicate task/behavior, criteria, conditions, and evaluation.
 - b. The annual goals should be designed to help the student make progress toward the post-secondary goal(s) (e.g. addresses skills needed for successful post-secondary employment, education or training, or independent living).

List the transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate his/her movement from school to post-school. Indicate the number of the IEP annual goal in the appropriate area (e.g. education/instruction if the goal addresses academic skills). Multiple transition services may be included in a single IEP annual goal. For example, teaching a specific behavior skill that replaces aggressive behavior may address the transition services required in Education/Instruction, Career/Employment, and Community. Mark "Considered -Not needed" if specific transition services are not addressed by IEP annual goals.

Identify any transition services that are likely to be provided or paid for by other agencies. Specify the agency that might provide or pay for services (e.g. Education/Instruction – College Disability Resource Center or Independent Living – DSPD or Independent Living Centers).

- a. Obtain parent/student 18 or olderconsent prior to the IEP meeting if agency representatives are to be invited to the IEP meeting. Document the consent in the IEP file.
- b. Check "Considered -Not needed" if it's too early to determine if the student will need other agency involvement or if no agency is likely to provide or pay for transition services.
- 3. Complete the course of study; it should be a multi-year description of coursework and instructional activities that is focused on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school life. The course of study must align with the student's post-secondary goals. This information may be in the SEOP or the student's graduation tracking sheet (if the tracking sheet indicates planned future coursework and activities): if so, indicate that on the Individualized Transition Plan and attach a copy.
- 4. IDEA requires that, not later than one year prior to the student's 18th birthday, the parents and student must be informed of any rights under IDEA that transfer to the student. Indicate the date that the parents and student received this notice.

Indicate the date that the procedural safeguards were explained and a copy given to the student.

If there is any indication that guardianship has been awarded, preferred practice would suggest requesting that the guardians provide a copy of the judicial decision awarding guardianship to parents or other parties and including it in the IEP file.

- 5. IDEA requires that the student must be invited to the IEP meeting if a purpose of the meeting will be consideration of the student's post-secondary goals and required transition services. Attendance at the IEP meeting is documented by the student's signature on the IEP. If the student did not attend the meeting, indicate how the student was involved in developing the transition plan.
 - Presence of students without a signature due the nature and/or severity of their disability, at the IEP meeting may be indicated in a variety of ways, e.g., by a note on the IEP ("Mary Smith attended the IEP meeting, but due to her disability, was unable to sign the IEP form"), a stamped name if the student uses a stamp for a signature, or a mark that is described as the student's "signature".
- 6. OSEP requires in Indicator 14 of the State Performance Plan that states report the percentage of youth with disabilities who have been employed or enrolled in a postsecondary training or education program within a year after exiting school. USOE-SES is collecting this data through a telephone survey administered to a sample of students who exited the school system by graduating with a diploma, dropping out, or reaching maximum age. This item is included on the Individualized Transition Plan to inform students and parents about this survey. This would be a good opportunity for LEAs to update the student's telephone numbers or add the telephone number of someone who might be able to contact the student.